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ABSTRACT

Because vocational education programs must be an integral part of the community in which they exist, it is necessary to have close cooperation between the school and those in the work force. One of the most effective ways of providing cooperation is through the vocational education advisory committee. At present, there are about 20,000 such groups. These committees are unique in their ability to provide occupational information and aid in establishing vocational education programs. Their organization, name, and function can be altered to fit specific needs and situations. Their only limitation is that the advisory committees can assume neither legislative nor administrative responsibility. The school can benefit from the experience of the advisory committee and use their recommendations to help build and maintain a successful program. (BC)

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THE ADVISORY COMMITTEE & VOCATIONAL EDUCATION

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Guidance in the preparation of this booklet was provided for the AVA Publications Committee by an ad hoc group composed of persons who have worked with advisory committees and are familiar with the various procedures that produce effective committee operation. W. R. Miller, Chairman, Department of Practical Arts and Vocational-Technical Education, University of Missouri—Columbia, served as chairman, and drew together the suggestions and comments of the other committee members who are: Margaret Alexander, Specialist, Home Economics Education, Occupations Section, U.S. Office of Education, Washington, D.C.; James Bikkie, Assistant Professor, Business Teacher Education, University of Nebraska, Lincoln; Katy Hope, DE Coordinator, Russell High School, East Point, Georgia; Sam W. King, Acting Regional Director, Systems Support Staff, Manpower Administration, U.S. Department of Labor, Dallas, Texas; Gene M. Love, Associate Professor and Coordinator, Agricultural Education, University of Missouri—Columbia; and, Samuel M. Burt, The W. E. Upjohn Institute for Employment Research, Washington, D.C.

In addition to his work on the committee, Mr. Burt supplied a great deal of valuable information through his book, *Industry and Vocational-Technical Education*, which is a study of industry-education advisory committees. The Publications Committee was also fortunate to have Franklin R. Johnson's doctoral dissertation, "An Analysis of Methods and Techniques Practiced in Utilizing the Services of Lay Curriculum," as a resource. Dr. Johnson is Dean of Instruction and Curriculum, Los Angeles Trade-Technical College.

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Foreword

Programs of vocational education* must be an integral part of the community in which they exist and must reflect the day-to-day occupational life of that community.

If this reflection is to be accurate, close cooperation between the school and those in the work force of the area is essential. One of the most effective formal means of providing for this type of cooperation is the *vocational education advisory committee*.

It is estimated that 20,000 such groups are operative at present and 100,000 persons from business and industry are involved. This represents an increase of more than 10 times the number of committees which were

* The term vocational education as used in this publication includes vocational, technical, and practical arts education.

being utilized in 1943, when some 1500 were functioning "not perfectly, by any means, but in a promising manner."¹ At that time, experts predicted that "advisory committees will be used more widely than heretofore, . . . they will be selected more carefully than has sometimes been done in the past, and . . . the mutual understanding and goodwill which are among the expected outcomes will be means of improving vocational education."²

During these last 26 years, as increasing attention has focused on the advisory committee, vocational educators have conducted formal and informal studies which show that, generally, program personnel are better able to provide more realistic and meaningful education for individuals in their communities when assisted by advisory groups.

At the same time, however, it was discovered that inadequacies in the structure or procedures at the local level often prevented the committees from functioning with maximum effectiveness.

Therefore, in this publication, we have chosen to deal mainly with the use of advisory committees as related to the local aspect. The role of state and federal groups will be discussed briefly, but the booklet's emphasis will be at the level where administrators and teachers make direct contact with students and the community.

The purpose will be to introduce general rather than specific strategies for creating solid working relationships between the school and advisors from the community. No attempt is made to present a standard pattern for operating advisory groups nor has a list of effective procedures been compiled.

A logical beginning would be to consider the part the name of the group will play in philosophy and productivity. The term "advisory committee" is a traditional one that must not be given too narrow an interpretation. These committees composed of community leaders with special concern for, and knowledge of, the area's occupational life are in excellent positions to provide advice, but their value extends beyond this. It is necessary for the educators to be receptive to, and eager for, assistance that might take as many directions as combined imaginations can see—and to make this known. A title such as "occupational cooperating committee" would be more descriptive of the broader role which can be assumed.

But, the purpose, of course, is more important than the name. Whether they are called boards, commissions, councils, or committees, the significant issue is that they are formed and begin to function in a manner which will benefit individuals in the community.

The burden of establishing a proper beginning is the educator's. He must be sure there is a mutual understanding of the guidelines for operation. The accomplishments could depend upon it.

In a study of industry-education advisory committees entitled *Industry and Vocational-Technical Education*, Samuel M. Burt states, "It is the quality of school leadership which is decisive in determining the nature and extent of industry cooperation."³

The challenge could not be more clearly stated.

Lowell A. Burkett

Lowell A. Burkett, *Executive Director*
American Vocational Association

Background and Role

It is generally acknowledged that the system of public education in the United States has been created and maintained by society to do certain things that society wants done. If this premise is accepted, it should follow that the system is a cooperative and coordinated venture with the educators aware of the desires and needs of the community and the public informed about the school experience being provided for the students.

Vocational education, perhaps more than any other type of educational program, requires close cooperation with the community. It prepares youth and adults to enter the labor force and supplies the means for upgrading their skills. Therefore, it must be evaluated and re-evaluated by persons engaged in the various occupational fields in order to be certain that its instruction is relevant.

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The establishment of advisory committees is an efficient and logical way of providing this evaluation.

The potential of advisory committees cannot be overestimated. The members are recognized and respected specialists in their fields, and their awareness of the needs of individuals and the community affords the educator a base for instituting and maintaining realistic programs.

SHIFTING PATTERNS

The constantly shifting patterns and opportunities in the world of work demand that the complexities and up-to-date requirements of the marketplace be communicated to the educator. In his 1968 Manpower Report, President Lyndon B. Johnson stated, "Seven and one half million new jobs have been created in the last four years, more than 5,000 every day. This year will see that number increased by more than one and one half million."¹ Advancing technology is credited by authorities with producing new jobs, changing some established ones, and doing away with others entirely.² "All in all productivity in the United States has been increasing in recent years at a rate where about two million jobs a year are affected by some technological change."³

The need for advice from the experienced layman is not new. The advisory committee concept grew out of the apprenticeship movement which, in turn, had its roots in the guilds formed during the Middle Ages. "The close supervision imposed by the guild was responsible for high standards of workmanship and resulted in the well-wrought and artistic productions of the later Middle Ages."⁴ In addition, the guilds were said to have "carried on a system of vocational education which provided the only educational opportunity for the working people" of that era.⁵

It always has been necessary for vocational educators, at the local, state and national levels, to ascertain how many students the labor market could absorb and to know how, and if, the graduates were succeeding; and there has been official recognition of the value of advisory committees over a long period.

In 1913, for example, the law covering vocational education in Indiana contained a provision which stated that:

Boards of education or township trustees administering approved vocational schools and departments for industrial, agricultural, or domestic science education, shall, under a scheme to be approved by the state board of education, appoint an advisory committee composed of members representing local trades, industries and occupations. It shall be the duty of the advisory committee to counsel with and advise the board and other school officials having the management and supervision of such schools or departments.⁶

Although recognition of the need for and value of advisory committees had been part of early vocational education history, "comparatively little advantage was taken of this bridge between education and industry until the early forties."⁷ Why this particular time led to an acceleration of this type of school-community cooperation can be a subject for speculation only. Some vocational educators have advanced the theory that the pressures and emergency demands of World War II forced the two groups into a tandem situation and the results impressed the educator with the fact that he had a workable instrument for furthering his programs.

LOCAL, STATE AND NATIONAL COMMITTEES

Today, 37 states stipulate use of *local advisory committees* and, although their state plans carry no such requirements, 15 recommend that these groups be formed.⁸ Before any plans are initiated for a local advisory committee, it is imperative that school authorities familiarize themselves with all related information available from their state departments of vocational education.

Formation of *state advisory councils* has been provided for by the Vocational Amendments of 1968. In order to receive funds under the act, each state is required to establish a committee to perform the following functions:

1. Advise the state board on the development of policy matters arising in the administration of the state plan;
2. Evaluate programs, services and activities; and,
3. Submit to the Commissioner of Education and the National Advisory Council an annual report on the effectiveness of vocational education, with recommendations for such changes which may be warranted.

These councils are permitted to use federal funds to hire staff and make needed studies. For such purposes, the act authorizes a minimum of \$50,000 per year, and a maximum of \$150,000.

At least once a year, the state council must hold a meeting during which the general public is given an opportunity to express its views on vocational education.⁹

National advisory groups have been responsible for presenting to the Congress recommendations which have shaped two of the most important pieces of vocational education legislation passed in recent years.

The President's Panel of Consultants on Vocational Education was appointed by President John F. Kennedy in 1961 and the subsequent study¹⁰ provided a framework for the Vocational Education Act of 1963. This act stipulated that an Advisory Council on Vocational Education be assembled periodically to review the nation's programs of vocational

education and report its findings and recommendations.

Such a council was appointed November 22, 1966, and transmitted its report to Secretary of Health, Education, and Welfare John W. Gardner on December 11, 1967. Recommendations of this body were incorporated in the Vocational Education Amendments of 1968, which, in turn, call for creation of a National Advisory Council on Vocational Education, as well as state councils.

The law requires that this 21 member national council meet at least four times a year and advise the U.S. Commissioner of Education concerning the administration and effectiveness of the broad new vocational education programs that are mandated by the legislation. The council will submit annual reports and recommendations to the Secretary of Health, Education, and Welfare for transmittal to the Congress. The council is also authorized to conduct independent evaluation of programs and to publish and distribute the results of these evaluations.

As specified by the amendments, the membership was to be drawn from certain categories. Guided in his selection by this regulation, President Johnson announced the appointments on January 18, 1969. They included persons familiar with: vocational education needs and the problems of management and labor; manpower problems and administration of manpower programs; administration of state and local vocational education programs; problems of the handicapped; problems of the disadvantaged; and, post-secondary and adult programs. Representatives of the general public were to comprise no less than one-third of the membership.

TYPES OF LOCAL ADVISORY COMMITTEES

As different types of advisory committees fulfill necessary functions at state and national levels, various kinds of groups meet the demands of local and area situations. Sometimes these committees are concerned only with program inauguration; sometimes they serve established programs on a long-term basis. Sometimes they advise on general topics; sometimes they are involved in a particular field or occupation or special phase of a particular field.

The groups which provide the consultation, advice and support for a program being initiated can be referred to as *steering committees*. As a steering committee, the group can conceive its role clearly as one of guiding and assisting in the process of translating an expression of community need into a program of vocational education.

The Utah Technical College at Salt Lake¹¹ named an advisory committee as the first step in preparing its printing program. The members, largely representative of labor and management in the printing field, planned the curriculum and pledged support to the fledgling program. In

addition, more than 200 persons serve the school on various advisory committees. School officials state, "We consider them as vital to the operation and progress of our institution as the administration itself."¹²

Usually, if a state's official educational plan requires that advisory committees be established before a new program is approved, members are commissioned to: (a) ascertain the interest of the community in vocational education; (b) assess the specific needs of the area; (c) set up standards for equipment and instruction; (d) review instructional content; and, (e) assist in the determination of selection criteria for pupils and teachers.

After the program has become well established, the group's role changes and school officials have an opportunity to restructure and realign the committee. This may bring about the formation of several specialized groups as well as an overall committee that seeks to maintain a balanced program that will meet as many of the community's occupational needs as possible.

Some of the various kinds of advisory committees which could function after the program has been established are: general advisory committee, departmental advisory committee, and committees for specific occupations. These committees may be called by other names. It is important that emphasis be placed on fitting the function to the need, and that the name become a natural consequence of that function.

General advisory committees assist in the development and maintenance of the entire vocational program of a school or a school district. The committee's membership is drawn from across the occupational spectrum represented in the program and often from other groups of interested and concerned laymen.

They identify the needs of individual and community; help assess labor market requirements; contribute to the establishment and maintenance of realistic and practical programs; participate in developing community understanding and support; aid in building the prestige of and respect for the entire program of occupational education; and, are concerned with long-range goals.

A general advisory committee may serve an area vocational center, a community or junior college, an entire school system, or a single school within the school system.

Whatever their area for service, the committee can make the influence of their enthusiasm and expertise felt in numerous ways. When Utah Technical College was involved in a campus building program, the original plan called for a 10-year, \$10 million building development. During a meeting of the committee which acts as an advisory board to the administration, the question was raised as to why the project could not

be completed in four years. The query was translated into the form of a resolution urging speedier construction. The news media conveyed the message to the community and "government officials and citizenry paid attention."¹³

School officials attribute the public's response to the fact that the committee was composed of "some of Utah's most knowledgeable and influential people. They are men and women who know the community and its needs." Membership included factory managers, union leaders, a representative of Utah Manufacturers' Association, a fire chief, the state senate president, a woman active in civic work, the service manager of a large auto sales and repair firm, the state chemist, an official of the Utah Department of Employment Security, and several school superintendents.¹⁴

Departmental advisory committees serve one occupational area in a vocational school or the vocational department of a comprehensive high school. In some cases, they can serve an entire school system. They assess programs according to local needs and suggest changes and additions for the curriculum.

In Illinois, more than 100 vocational agriculture departments have used advisory councils and approximately 250 committees have been involved. As an aid for advisory groups, the Board of Vocational Education and Rehabilitation of that state published a pamphlet on committee organization and use.¹⁵ Similar booklets have been produced by other states, also.

Such encouragement by a state, and the resultant interaction, benefits the local educator and often is a success factor in both state and local situations. Nevada reports: "The network of advisory committees used by each vocational education service on the local and state levels serves as a valuable ally to the state vocational and technical education program."¹⁶

Sometimes an advisory committee is formed in connection with a state sponsored short-term activity and continues to operate in the local situation on a long-term basis. Virginia officials report that the most successful results regarding the state distributive education advisory committees have been at the local level and primarily in the adult program. "The kick-off point is usually in conjunction with organizing the Small Business Management Institute in a community. The idea is that the advisory committee that is formed will continue to function after the institute is completed and will develop a continuing distributive education community adult program."¹⁷

Advisory committees for specific occupations are concerned with the content and experiences involved in a specific occupation such as food

merchandising, child care, ornamental horticulture, or carpentry.

Members often are instrumental in providing materials and supplies at reduced cost or without charge. A western school was able to obtain all the steel needed for its welding classes after arrangements were made by members of the welding advisory committee. The same school reported that the advisory committee for auto trades shared in the accomplishment of acquiring \$10,000 worth of new automotive equipment from local dealers.

Committee members have even arranged for land to be donated to schools. The property surrounding Dade County's (Florida) aviation school was donated by an airline. The president of the firm was an advisory committee member. The aviation industry also arranged for the school to receive several hundred thousand dollars worth of equipment such as up-to-date jet engines, as well as complete airplanes. School officials state that they are convinced that this "would never have happened without the close working relationship of the aviation industry through [its] advisory committee."¹⁸

Functions

The functions of the local advisory committee can best be established by stating first what the group is *not* to do. The numerous provinces which invite participation outweigh the areas closed to committee operation and prevent this approach from being negative.

The duties of the advisory committee should extend beyond giving advice, *but the members have neither legislative nor administrative authority.*

Formation of these committees is not intended to usurp the prerogatives of the boards of education or of administrative staffs, but occasionally such fears are articulated. Because the approval and support of the board and staff members are vital, they must be assured that, while the danger is present and some advisory committees have tried to move in that direction, the barriers will be firmly placed. A recital of proposed

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guidelines should convince them that the administrative and legislative boundaries would not be crossed.

After the two restricted fields of operation have been identified to the committee, it is up to the educators and the members to work out how they can best work together to initiate and improve vocational education programs. The areas of assistance are so numerous that imaginative and enterprising laymen and educators are continuing to find new ways in which the committee members might serve.

Therefore, it would be stifling to discuss advisory committee functions in a definitive and final manner. It would appear more reasonable to describe the major charges in order that the educator may have some loose guidelines, but underscore the fact that this, by design and practicality, is not meant to be an inflexible blueprint.

OCCUPATIONAL SURVEYS

First of all, advisory committees should advise the school administration on the types of offerings required to satisfy the preparatory as well as the retraining and upgrading needs of the individuals of the community. In order to do this effectively, the committee must have more to draw upon than the experience and background of its members. An occupational survey can supplement this knowledge.

As preparations are begun for the project, advisory committees can focus survey directions by helping to identify the type of data to be gathered. They also can be instrumental in gaining public support and can contribute to a climate which would result in favorable community reaction.

The surveys are usually designed to obtain the following type of information:

1. The number of people in a geographic area currently employed in a given occupation, and the additional members needed currently and through the next (usually) five years.
2. The occupation(s) in greatest demand.
3. The jobs within an occupation in which training is needed.
4. The number of graduates from school occupational education programs who might be accepted for employment in a community.
5. The interest of young people and adults in training for selected occupations.
6. The need for supplemental training for people already employed.
7. New areas in which school preparatory or upgrading education and training are needed.

8. Which school programs should be expanded, . . . discontinued, or established.
9. The education and training requirements of the occupation, job or industry which can be met by a school program.¹

As the survey results are studied, labor standards must be considered and manpower projections viewed from numerous angles. For example, Burt states:

It is quite possible that the vacancies in a particular occupational area might reflect extremely rapid turnover rates owing to low wages, poor working conditions, low advancement opportunity, or a combination of these factors. . . . Employer projections of manpower needs in [some] occupational fields are high, but is there not a responsibility on the part of vocational education officials in the public school systems to consider the implications involved in providing a continuing supply of trained manpower to fill the vacancies in an industry with prevalent poor working conditions or low wages?²

National leaders who framed the Vocational Education Act of 1963 saw the vital role that data about manpower needs could play. A section of that law provided for employment offices and educators to enter into a "cooperative arrangement" in order that this information might be exchanged.³ The Vocational Education Amendments of 1968 authorize \$5 million a year for "national, regional, state and local studies and projections of manpower needs for use and guidance of federal, state and local officials, and of advisory councils. . . ."⁴

The increased mobility of the population adds to the significance of national and state studies for the local committees and school authorities. Since 1947, records have been kept regarding the number of people in the United States who move. Statistics show that each year approximately six and one half percent of the population, or about 12 million people, make a move which carries them across county or state lines.⁵ This mobility complicates the local committees' task but it is important that they neither ignore nor be unaware of what is happening on national, regional, and state levels.

VERIFICATION OF COURSE CONTENT

Another concern of the committee should be the establishment of practices which will keep instruction practical and functional. In order to keep programs realistic, committees should take an active part in verifying course content since members have the essential, specialized knowledge of the work. Representatives of the fields for which instruction is to be provided must be consulted regarding the skills, instructional materials, equipment, standards for production work or service provided,

and instructional content. All phases of training should be reviewed periodically in order to keep them occupationally oriented and up-to-date.

An advisory committee can help determine whether or not the vocational education offered is compatible with life situations. It can help keep public schools from drifting away from reality. Sometimes, these groups bear down on the educator and make their points in emphatic ways. The mature working relationship which can be established between committee and educator takes into consideration the emphasis of conviction and derives from these sessions the benefits of advice from men and women who refuse to act as rubber stamps. After a day long meeting with his state advisory council, a state director for an eastern state said, "It was rugged but it was worth every minute of it."

The maintenance of program realism will, of course, be noted by employers and prospective employers. When they realize that the programs have been guided from the beginning by advisory committees, they are usually more willing to accept the graduates. While not involved primarily in individual placement, committees can aid in locating jobs.

The encouragement and stimulation offered the individual teacher is another reason to advocate committee activity. A young teacher can be helped as he begins his career and an older teacher's outlook refreshed and divorced from routine presentation of his subject. One young agriculture teacher in rural Texas began to seek members for his advisory committee shortly after his program was initiated. "I was new in the community and the program was new in the community," he recounted. "I thought the best and quickest way to have the program accepted was to involve leading farmers and ranchers from the area on an advisory committee. Those old boys knew what they were doing and they gave me a lot of help—and kept me from making a lot of mistakes." The teacher could feel isolated without an active advisory committee, especially if he were the only member of a vocational department.

A coordinator of a business and office program in a Virginia high school works closely with advisory committees and strengthened an area of instruction as a result of a comment made during a break for coffee at one of the sessions. A member of the committee, an executive in a large insurance company, remarked that his employees spent more man-hours looking for material than performing any other one operation. The discussion about the vital effect of proper filing was carried back into the meeting. Today, graduates of this program are considered by employers in the community to take exceptional pride in establishing and maintaining files.

Although members of a committee are not involved directly in hiring teachers, they should be encouraged to make recommendations and these

views should be considered carefully. They frequently can suggest occupationally qualified individuals who are capable of handling short-unit, intensive courses, and who possess characteristics essential for effective teaching.

SUPPORT FOR PROPOSED LEGISLATION

Apart from the direct involvement with the programs, the committee members are invaluable as they support educators in the important area of legislation and appropriations.

Often, advisory committees have backed school administrations in requests for appropriations. Members have appeared at public hearings to support school budget proposals and have spoken before civic groups in the interests of improved vocational education. They have assumed the task of acquainting the citizens of their communities with the needs of the school, and have thus helped to win justified appropriation requests.

In a larger area, advisory committees can have an influence upon legislation at the state and national levels. The organizations to which the members belong can be powerful friends of vocational education. When members of manufacturers' associations, service clubs, unions, and other civic groups understand the objectives and needs of a school program, they are more likely to support the necessary legislation—and with perception and enthusiasm.

According to some authorities, most lay citizens and many school people give little thought to the political aspects of public education and its administration. One educator has concluded that schools are the product of political decisions—particularly where curriculum, finance and service are concerned. He suggests that the school administrator should be aware that there are influential persons in his area of activity and make every effort "to learn just who they are, what values motivate them, what power resources are available to them, and what the patterns of interaction are which may exist among them."⁶

An advisory committee can be an effective public-relations instrument. Community interest and support of vocational education can be increased by the various contacts of committee members. They can speak with the authority of eyewitnesses about the merits of education for the world of work. Members can communicate to the public that schools provide a service to the community but the extent of that service depends upon the interest and participation of laymen. Committees help correlate the work of the program with that of other community agencies, such as the local service clubs and the chambers of commerce, which sponsor youth activities.

Advisory committee members are a source of local strength for local

schools, a viable link with the community.

One vocational educator has seen that strength translated into the following functions. He says that they can *help the educator*:*

- [Make] community surveys;
- Determine and verify need for training;
- Provide tangible evidence that industry is supporting [the] program;
- Review past accomplishments and forecast trends affecting training and employment;
- [Evaluate] the programs;
- [By providing] financial and legislative and moral support;
- Interpret the program to the community, to unions, to employers;
- Plan facilities and establish standards for shop and lab planning;
- Establish standards for selecting equipment and instructional materials;
- Secure donations of equipment and supplies;
- [Recognize] new technical developments which require changes in the curriculum;
- Encourage teaching recruits;
- [By offering guidance] and support . . . in technical matters;
- Determine qualifications needed for selecting instructors;
- Select production work to be used as instructional vehicles for accomplishing course objectives;
- [Counsel and guide] students [in relation] to the world of work;
- Provide accurate occupational information;
- Find placement opportunities for students;
- Determine criteria for evaluating student performance; and,
- Develop cooperative work experience programs for students.⁷

* As this list is reviewed, it should be noted that "help the educator" is the key phrase.

Membership

When the school administrator asks the laymen in his community for advice, whom does he choose? There is no specific formula but experience provides some techniques and certain basic considerations can be applied to the selection. Officially, committee membership should be made up of laymen only;¹ a representative of the school meets with the groups and acts as a liaison between school and committee.

Members of an advisory committee should be chosen by the school in consultation with the lay groups to be served. This joint effort is necessary because the representatives must have the confidence of both.

Final approval of the selection rests with the board of education and the invitation to prospective members should come from the board, or a designated representative acting in its name. Often, the board asks the superintendent of schools, the director of vocational education or some

other vocational educator to serve as its appointing officer. A principal also may be requested to assume or share this responsibility. Whoever originates this initial formal contact does so in the name of the highest school authority. The value of this should not be underestimated for two reasons; first, the effect of the concomitant prestige, and second, establishment of this channel of appointment should help dislodge any apprehensions the board might have about its authority being usurped. It would follow that advisory members would assume their recommendations are subject to the final approval of the body that invited them, or to its designated representative. Subsequent orientation should reinforce this impression.

QUALIFICATIONS FOR MEMBERSHIP

At least three essential points should be weighed when qualifications of individual members are considered.

Experience and enthusiasm. Members must have had recent, successful, firsthand, practical experience in the committee's area of concern, and evince substantial interest in the program. They should have the respect of their associates, although they need not be older people with many years of working experience. For example, a group assisting an agricultural department need not be composed entirely of retired farmers or middle-aged, prosperous men from agriculturally related businesses. The potentially successful person who is making the most of limited opportunities and is enthusiastic about the program should be considered, regardless of his age. To decide in advance that committee members should be within a certain age group, young or old, is limiting.

Character. Candidates for membership should be people of intelligence, integrity and courage. They should be responsible, civic-minded and cooperative.

The most aggressive and ambitious persons do not always make the best members but the channeling of such characteristics toward committee goals should not be overlooked as a powerful force. However, those taken up with provincial concerns of one group or their own prestige usually are not interested in the entire community. Ideally, attention should be paid to the motivations of a prospective member before it is settled that he is to serve.

Available time. Members of an advisory committee must be available for meetings and prepared to meet frequently, if necessary. It is also necessary for them to keep well-informed about school activities in general if they are to see the entire picture and know how best to relate their particular interest area to it. The amount of time that a prospective member can devote to committee work must be considered before he is proposed.

Sometimes, it is advisable to have alternates for each member of the committee, especially when members represent organized groups.

Another vital point to consider is balanced representation. All segments affected by, or affecting, the programs must have a voice. A stacked committee is dangerous and could irritate the other elements, those not approached, to the point of non-cooperation.

Employers and employees should be given equal opportunities to contribute and the school administration should have a certain awareness of potential problems without emphasizing them or being convinced difficulties will occur. Johnson, however, feels there is little doubt that problems will arise and states that one basis for the selection of a committee member should be his degree of sensitivity to management-labor relationships:

Labor-management conflicts are to be expected in any advisory meeting which has committee members representing these areas. Selection of militants from either group tends to bring hostilities to the surface, and when this occurs the situation becomes extremely difficult for other advisors on the committee who must retain good relations with both groups.²

REPRESENTATIVES OF ORGANIZED GROUPS

Organized groups such as trade associations or unions frequently are requested to select individuals to represent them. The organizations may be asked to nominate candidates for membership, but the school officials should make the actual choice. Although it is preferable to leave selection control with the school, there are situations in which the organization would name a representative. In that case, added care should be taken in defining the purpose of the advisory committee and qualifications for membership. Elected representatives of organized groups could act as instructed spokesmen, carrying official policies into committee meetings rather than presenting their own views. If final approval of committee members is left to the school authorities, the risk of such structured pressure can be minimized.

It is neither possible nor desirable to choose all members from organizations. Nor would it be logical to suggest that the composition follow this pattern. Since all the groups in a community cannot be represented, it is necessary to seek the talents of persons who are concerned with the welfare of the whole community and are able to understand the points of view of several groups.

In fact, the school administrator must be aware of the need for the individual voice to be heard and exercise caution in order that the committee isn't top-heavy with an organization-affiliated membership. The group must include persons whose qualifications are derived solely from

individual accomplishments and whose relationship to any organization or association is incidental.

Some advisory groups have found that recent graduates of the program offer a perspective not available elsewhere and can serve as committee members or special consultants. A school representative in an eastern community related that, "One of the best meetings we had was when several former students came back to discuss the curriculum and some of the things it could have prepared them for but didn't."

Also, while not participating as full members of the committee, students currently enrolled in the courses might be asked for their views.

COMMITTEE SIZE

The size of the committee will be a significant element in determining the success of the operation, but there are no prescribed numbers for membership. In establishing these figures for their own purposes, the school authorities must draw their guidelines from several facts. They must consider the proposed function of the committee, the size of the program and the size of the community. They must realize that a working group finds decision making difficult, and informal constructive discussion hindered if the membership is too large. An article on "Effects of Group Size" in the American Psychological Association's periodical offers these points. "Taken together, . . . studies indicate that as size increases there will be decreasing group cohesiveness and increasing organization and division of labor in the group, along with the development of cliques and possibly of factions."³

General advisory committees serving an entire program of vocational education may have 12 to 15 members. If a larger group is appointed, it is often broken up into subcommittees for specific assignments. Specific occupational committees usually operate more efficiently when membership is limited to from six to ten. Area vocational schools have larger advisory committees than other schools because adequate geographical representation is necessary, also.

Some schools have appointed committee members for life or for as long as they care to serve, but a regular system of replacement has proven to be more satisfactory. If tenures are specified and replacements named on a staggered schedule, the committee can receive new members while keeping some experienced representatives who help maintain the necessary continuity. The changing membership allows additional persons to become more familiar with vocational education. Also, uncooperative or uninterested members can be replaced by this method. However, school authorities must be alert to the dangers of confusing views which differ from theirs with lack of cooperation. If the educator wants only to have his own thinking corroborated and doesn't comprehend the

necessity for maintaining an openness to suggestions, then he doesn't understand the essence of advisory committees.

Burt reports:

An occupational committee which had recommended against the establishment of a program was disbanded in favor of another apparently more carefully selected committee, which approved the program. Since the first committee had the support of interested industry groups, industry reaction was so negative as to preclude easy placement of the graduates. Consideration is now being given to discontinuance of the program because of lack of industry support.⁴

Definite terms of office are generally for one to three years. When a term has expired, the appointment procedures described earlier should be employed to fill the vacancy. Committees should not become self-perpetuating through the custom of reappointing a member to succeed himself. However, a valuable contributor can be reappointed, and often this is wise.

CONSULTANTS

Sometimes, the school administration and the members of an advisory committee may need assistance in solving a particular problem. In such cases, the use of consultants is recommended and these specialists should be invited to meet with the committee for a limited number of sessions. Some of the many persons who may be called upon are:

1. Representatives of the United States Employment Service who can furnish labor market data, current training information, and job requirements;
2. Management representatives who can offer advice concerning certain features of employment and the purchase of equipment for specific training;
3. Representatives of universities and teacher education institutions who can provide the latest information on experimentation and research as well as data related to the problems of training qualified teachers; and,
4. Members of the state board for vocational education as well as representatives of other local, state, and national agencies.

SPECIAL COMMITTEES

While the basic practices are the same, various disciplines have customized the approaches to fit their needs. The membership of these special committees would include:

Agriculture. Prior to the Vocational Education Act of 1963, agricultural advisory committees were organized largely for agricultural production occupations. However, influence of this legislation and changing

conditions called for more diversified membership. In recent years, the composition of the advisory group has changed as off-farm agricultural businesses are involved. A broader scope of vocational agriculture is being served since florists, agricultural machinery dealers, feed-store managers, foresters, and many others have been included. It is generally recognized that the lay membership should consist of representatives of (a) cooperative education agencies; (b) supporting education agencies; (c) the lay public; and, (d) graduates of the program.

Business and office. The group should include representation from employers and employees in stenographic, clerical, management, data processing, accounting, information communication, personnel and training, typing, and related office occupations. In addition, business and office occupations teachers, teacher-educators, members of professional associations and civic groups should be involved.

Distributive. Members of trade associations and civic organizations share membership in these committees with representatives of large and small employer and employee groups. Persons representing companies and corporations engaged in one of the distributive functions—such as retailing, wholesaling, risk-bearing, financing, transportation, services and warehousing—are logical choices.

Home economics. Representatives from such groups as the following constitute a sound choice for a committee: home economists, homemakers, prospective employers from business and industry, health and welfare agencies, employment services, and professional women. Home economics departments have found that some recent graduates, familiar with the modern school program, can test its relation to the services needed by families in the home and in group situations outside of the home.

Industrial arts. When advisory groups are used by industrial arts educators, they usually are composed of members from industry and their related associations, chambers of commerce and labor. In general, the structure should reflect representation from industry viewed as a social institution.

Trade and industrial. Patterns for selection in this phase of vocational education have been established for some time. It has been found that employers and employees should be represented in equal proportion to representatives of the general public. Successful industrialists, from large and small companies, should be selected and craftsmen respected for their skill and knowledge asked to speak for labor.

Technical. Successful technical education programs have shown that industry cooperation in the form of general and special advisory committees is needed. Since a general technical advisory committee deals

with matters that influence the school as a whole, representation is broad and may include segments of management, professional practitioners, civic leaders, employment security personnel, and individuals from scientific or technical societies and associations. Special advisory committees are organized to meet needs for each specific technology program or objective. The special advisory committee members are persons well acquainted with industrial needs and practices in the specific technical area.

Operation

It is not possible to formulate a common set of policies and procedures for the operation of advisory committees throughout the country, but some generalizations can be made about the different methods used. Reports from vocational specialists who have worked closely and successfully with advisory committees show that definite patterns for handling details of procedure do exist.

The committee will function best if selection of a formal or informal organization is suggested by the community and school situation. A formal structure has certain advantages because its policies and procedures can clarify purposes and create an atmosphere of stability—and some people are more willing to participate in such a group than in an informal arrangement. The danger of formality is the tendency to establish rigid rules that could retard initiative as well as make it difficult

for an organization to function if inflexible regulations conflict with expeditious methods for meeting a need. Policies should include only the provisions necessary for efficient committee operation.

A more informal view has been successful in numerous cases because it provides the flexibility needed in changing methods to fit circumstances. But, however informal the structure, a set of guidelines and responsibilities should be drawn up in order to give direction to the group and clarify the proper position of the committee within the school system.

Whether the structure is to be formal or informal should be decided upon jointly by the school administration and the committee during the organizational meetings. However, the representative of the school should come to the first meeting with a format in mind for conducting that session since it usually falls to him to serve as an interim chairman.

CHAIRMAN ELECTED BY COMMITTEE

The chairman should be a layman and elected by the committee from the committee membership. This selection is a critical step and much of the committee's success will depend upon the chairman. From the beginning, the committee members must be aware of the school's need for their help and the respect that they command. The school representative must take care to establish that this is a post of honor and not allow the selection to be based entirely upon who will take the job. The duties of the chairman should be outlined before the election.

The chairman works closely with the school liaison, presides at meetings, appoints subcommittees and usually represents the advisory committee in other groups. As chairman, he will be expected to spend more time on the affairs of the committee than other members and should exhibit a willingness to take the extra steps that will enable him to be well informed and well prepared. From the start, he should be recognized by the school and the school's representative as the head of the committee. There must be no suggestion that he is to be other than an active chairman, with all of the usual duties and prerogatives. The hard-to-define and difficult-to-establish successful working atmosphere of any group can be shattered by even an unconfirmed feeling that the announced leadership is a figurehead. The chairman is being asked by the school to take on a hard task, and courtesy alone would demand that the actions and attitudes of the school and its representative indicate respect and support.

The representative of the school is chosen according to the nature and the size of the program and the purpose of the committee. Directors of vocational schools or local directors of vocational education have most often assumed this post. In some communities and area schools, the

school administrative staff includes directors, supervisors, or coordinators for each field of vocational education, and they might speak for the school at advisory committee meetings. If a committee is created to advise only one department, the head of that section should represent the school, or, at least, attend the meetings with the designated liaison. In single teacher vocational programs, the instructor works with the committee. Some schools require that a member of the board of education, the superintendent, or principal be present at all advisory committee meetings. Teachers may attend as observers.

The school representative usually serves as secretary for the committee and general consultant. His routine duties include: reading and keeping minutes, notifying members of the time and place of the meeting, arranging for meeting rooms, providing statistical or descriptive information about the school, and preparing and disseminating progress reports. (The school should provide the clerical assistance required to produce minutes, reports, recommendations, special notices, and other necessary material.) He is also responsible for assisting the chairman in preparing an agenda for every session and consulting other members for items to be incorporated. The relationship of the school representative to the committee and the importance of that role is discussed in more detail in the next chapter.

COMMITTEE RECOMMENDATIONS

As plans are first developed for establishing a committee, school personnel should discuss with the board of education the types of recommendations that would be submitted for sanction. Naturally, it would be impractical to present all recommendations to board members, but they must be kept informed about all committee activities. Their time should be considered as well as the cost to the program if action is delayed because of a system of required approvals that is unnecessary and burdensome.

Of course, if there is a question of policy change or conflict, the board would be asked for a ruling. But the board members should designate a school official to act in their behalf on other matters, an official to whom the recommendations will be directed.

This official must be decided upon before the advisory committee is called together. Again, the variables which apply to other decisions made in connection with advisory committees must figure in this selection. It could be the superintendent of schools, the assistant superintendent of schools, the vocational director, the principal, or others. For discussion purposes, the superintendent of schools is used here as an example.

The school must establish a system for transmitting committee recommendations to the official who is empowered to act upon the suggestions. Which system can best be adapted to the existing lines of communication should be considered.

Some schools use an informal method of transmittal. Perhaps, the director of vocational education represents the school at the meetings and he reports the recommendations to the superintendent who can authorize him to act on the advice of the committee. In addition, the school representative, whoever he is, must keep his immediate superiors informed. Before the first recommendation is relayed, a procedure should be worked out to keep all involved persons at all administrative levels informed. Good judgment and a sensitivity to the seriousness with which the chain of command is taken often means that roadblocks which could materialize out of misunderstanding never appear.

A more formal method is the preparation of written recommendations. They usually are presented to the superintendent of schools by the principal or the director of vocational education, and, when necessary, through the superintendent to the board of education for approval. The chairman of the committee may wish to be present when these recommendations are made.

Each school, community, and board will have to work out their own way for approving and acting upon the committee's advice. So much of that which deals with advisory committees takes its cue for procedure from the specific situation and job to be done. Relaying information to the board of education or its agent is no different.

NUMBER OF MEETINGS

There is no generally accepted policy regarding the number of meetings to be held. However, a committee working to build a worthwhile program must meet often and regularly in order to carry out its assignment, and two or three times a year is not enough. When committees are assembled to deal with short-term projects, the frequency of the meetings should be arrived at accordingly. Necessity always should be the criterion for determining the number of sessions. Busy men and women cannot be called together without justification.

A 1961 study of technical education in a specific section of California pointed out that the number of meetings held by occupational advisory committees being utilized by the area junior colleges had a definite bearing on the effectiveness:

[Most of] the advisory committees usually meet only once a year and without sufficient prior knowledge of the subject matter to be discussed.

This results in most programs recommended by the school or an instructor being approved with little or no change and without adequate consideration of the level and scope of training required for that skill.¹

School Representative

It must be remembered that the school representative is not an official member of the advisory group but serves as a liaison between the school and committee. He is there to receive the advice and help of informed laymen. He cannot vote but this does not mean that his contributions are not vital to the committee's effective function. He should not be reluctant to voice opinions and participate fully in the discussions. He serves as a liaison but he must assume an active leadership role, without crossing the line of obtrusiveness. He will need to be tactful and never seem to overshadow the chairman but not neglect his responsibility of providing information and a perspective available only from someone speaking for the school.

The school representative can set the tone of the advisory committee activity, and it is important that he accepts this as part of his duties

and attempts to do so.

Several responsibilities are his as he unofficially guides the committee when it is formed and as it operates.

It falls to him to familiarize members with the functions and objectives of vocational education. To expect new members to be acquainted with the general philosophy of vocational education and have a working knowledge of the educational programs with which they will be involved is unrealistic. Some advisory committees have been handicapped because school authorities didn't recognize the necessity of having an informed group and made no plans for orientation. As a result, members were unable to appreciate the methods used by the school in achieving its objectives or to interpret the program to the public.

INVITATIONS ISSUED

When the invitation to join the committee is issued, it should be accompanied by background information on vocational education, why it is necessary, how this relates to the program or programs at issue, and generally what is expected of the committee. This rundown should be supplemented by a briefing during the initial meeting and discussions at subsequent sessions, with emphasis on the committee's job.

To a degree, the committee will be guided in its efforts by what the school expects of it. The school representative must let the members know what these expectations are. Before they call together a committee, the school authorities must be sure of the job they wish done and this relayed clearly to the committee members. There must be no doubts in the minds of school authorities or committee members about what they are setting out to do and why. This does not mean that the committee is confined to the pre-planned tasks. As long as the activities are neither administrative nor legislative, members can meet the need in as many different ways as their imaginations will allow.

As already stated, the school representative will probably serve as an interim chairman. His manner and the way he conducts the first meetings will be instrumental in establishing a good working relationship between committee and school. The school representative must remember that the potential of the committee for accomplishment is tremendous if guidance can be supplied without a heavy hand. The educator must provide direction but never appear to dictate.

Among the first items the school representative must discuss with the committee members are the general operating policies of the state plan and federal acts dealing with vocational education. He should spend a major portion of the first meeting in explaining these principles and introducing activities of the school. Not only must the members realize

what their job is but they must know the base from which they can work. Every new member will need to be oriented in a similar way.

The school representative is responsible for keeping the committee fully informed about the activities of the relevant programs. In particular, members should be notified as soon as their advice has been acted upon. Furthermore, follow-up reports concerning the effectiveness of the suggestions should be provided them. When their proposals are not adopted by the school, committee members must be told why such a decision was made.

Committee members should be invited to the school often. Some might wish to take a tour before committing themselves to membership. However, such a tour will be of limited value if the visitor is not afforded a realistic view of program operation. When the committee members are not aware of how the programs actually work and all visits are geared to present other than a normal day-to-day situation, the help from the committee will be diluted. Such functions as department meetings, graduation exercises, special assemblies, and social gatherings present good opportunities for visits from members or potential members. Luncheon meetings at the school bring an advisory committee nearer the real school life, and help familiarize the members with staff, students and school facilities. Committee members might also be asked to visit the school to speak to a class or demonstrate a theory in the laboratory. They might present awards, serve on scholarship committees, participate in school ceremonies, or even accompany the educator to a conference.

While he is considering methods of involving committee members in school affairs, the school representative must be concerned with means of thanking the laymen for their services. Certificates of appreciation, nameplates on donated equipment, mention in catalogues, brochures, and news releases, and special programs to recognize the committee are all ways to show that the contributions are valued.

AGENDA

It is the responsibility of the lay chairman and the school representative to plan an agenda for every meeting. An advisory committee is no different from other groups in that a well-thought-out agenda is necessary if the time is to be used efficiently and effectively. The items should be of sufficient importance to demand the committee's attention, presented clearly and listed in logical sequence. The school representative must be completely familiar with every issue placed before the committee, and able to provide members with essential descriptive and statistical information necessary for comprehensive discussion of a problem. Common courtesies and business procedures should be observed. Ample

notice should be provided for meetings, the agenda circulated in advance and copies of the minutes distributed to all members promptly.

The school representative must recognize and accept the fact that programs in public schools are subject to public appraisal. An advisory committee is a source of criticism as well as advice and it has been invited to the educator's doorstep. If the members have been wisely chosen, the criticism will be constructive. However, the school representative must be prepared for the possibility that he may have to defend the program. He must also be prepared for the possibility that the program is being subjected to justified attacks. The school administration can never afford to reject the criticism without an objective appraisal—no matter how unpleasantly the observation might be voiced. If the educator can bear in mind that style and grace are not always harbingers of sound thinking and that which is proposed in a jarring manner is not necessarily worthless, he will be able to evaluate the criticism purely upon its merits.

Advisory committees are the same as any other group and members bring with them their hidden and not-so-hidden tensions. The educator must anticipate the possibility of misunderstandings and difficulties before they arise. There may be times and situations when he or the chairman should confer with individual members of the committee before the meeting, if this can be done without endangering the democratic aspects of committee operation.

The appointment of an advisory committee does not necessarily mean that an improved program of vocational education is automatic and inevitable. The fact that there is a variety of personalities and factors involved provides for potential complications. But if the educator can go into the situation realistically aware of the problems which could arise, he will be readying himself to deal with the events in the most creative way possible. His focus should always be on the job to be done and the potential of the school-advisory committee combination.

PROBLEMS OF COMMUNICATION

One of the first hurdles to face is that the committee members and educators come together from different environments and have different frames of reference. Often their vocabularies have been shaped by their professions and are not clearly understood by outsiders. All concerned must make an effort to put aside the vernacular of their trade. One expert phrased it this way, "In their natural efforts to communicate and to amaze each other, a special language is developed by members within a group which may serve the group effectively, but excludes everyone else."¹

An advisory committee in the west found that because of this language barrier, the committee members were having difficulty in even hearing each other correctly. But once the businessmen and educators realized they could not speak in the brand of "shorthand" used in their professions, they were able to communicate and progress.

The school authorities must anticipate the possible impatience of the businessman as he views the pace of educational change. The lay committee member is, no doubt, accustomed to seeing rather quickly the effects of his efforts in the business world. Measurable results are sometimes expected too soon after recommendations have been acted upon, and the delay could cause members to be discouraged unless they have been prepared. The orientation should touch upon the fact that all changes cannot be reflected immediately. It would be helpful if school authorities could cite changes which occurred some time after the recommendations were made—but did occur. While the educator must convey this idea to the layman, he should be open to the possibility of incorporating in the educational process some of business' methods for demanding and getting things done rapidly. This could be one of the most valuable lessons drawn from the association.

It is most important for a school representative to have a genuine understanding of what committees can contribute and recognize how valuable they can be. Sometimes, educators are inclined to underestimate the interest and intelligence of laymen in educational matters. It is possible that vocational educators would level the same kind of academic snobbery at the layman that they so deplore when directed at them. This type of attitude must be eliminated if confidence and cooperation are to be expected from advisory committee members. These men and women will refuse, justifiably, to keep up the pretense of being consulted if they find that they are being patronized and their willingness to contribute not appreciated.

If the committee members believe in what the school is trying to do and if they are allowed an important part in the development of the program, they will want to be cooperative and involved. It is the school representative's job to supply the necessary information and stimulate enthusiasm that will touch off such cooperation and involvement.

CHARACTERISTICS OF SCHOOL REPRESENTATIVE

The characteristics committee members should possess were discussed earlier. It is equally important to consider the qualities of the school representative. The responsibility he will have to assume will demand a great deal from him. If he resents this work with the committee as an added burden rather than viewing it as a unique opportunity to improve

his program and help his community, there will be difficulty.

He must be community-minded and look at his program in the framework of the community. He cannot be caught up with his program as an entity, without relation to the rest of the school and the area.

He must be fair and if recommendations are reported informally to the proper school authority, his presentation must be accurate and not colored by his own ideas. He should make his opinions known after the report, but his views should be an appendix and not woven into the body of the recommendation.

Tact and good judgment will be required and a high anger threshold would be desirable. He cannot be inflexible and must be prepared to move in different directions if that is where the solution lies.

As an educator and as a liaison to the committee, he is serving different social, economic and ethnic groups. An ill-disguised prejudice could thrust the committee into unhappy and non-productive sessions and favoritism toward any group could produce factions. When the committee finds that sides have been chosen over issues unrelated to committee goals, the chances of producing anything other than tension are nil.

Almost every community or area struggles with social, economic and ethnic problems. There are often those who translate every gathering into a forum in order to give their cause additional visibility. If there is no relation to the job that the committee has accepted as its charge, then the school representative and chairman must not allow time to be absorbed by what is not the central issue, nor the focus to slip from developing and expanding programs of vocational education for individuals in the community.

The school representative must remember that the same principles of fair play are as palatable in an advisory committee situation as in any other area.

Conclusion

The main points to be made about advisory committees are that they are unique in their ability to provide occupational information and help for vocational education programs; their organization, name and function can be tailored to specific situations and needs; and, their value has long been established. Their use and involvement knows only two limitations; they can assume neither legislative nor administrative responsibility.

An advisory committee doesn't automatically guarantee a successful program nor will it follow that committee function will be without problems and conflict. But a school and its representative, realistically prepared and aware of what such a lay group can contribute, can draw from the experience that which is required to build and maintain good, sound programs.

When the advisory role is not filled, the school and the community

cannot benefit from the exchange between educator and committee that presses programs to more effective operation. More importantly, if the program function doesn't match its potential, the individual student is denied the maximum amount of help that could, and should, be available to him—help that comes only from the interaction of those who will educate and train him and those who will hire him.

APPENDIX

In May 1969 the American Vocational Association contacted the state directors of vocational education and asked if their states stipulated* the use of *local advisory committees*. Results of the survey are below.

State	Stipulates use.	Does not stipulate use.	Does not stipulate use but does recommend.	Additional comments received
Alabama	X			We believe if a state committee is mandatory, local ones should be also.
Alaska	X		X	
Arizona				
Arkansas	X			
California	X			
Colorado	X			
Connecticut			X	
Delaware	X			For all agencies using federal vocational education monies.
D. C.	X			
Florida	X			
Georgia	X			
Hawaii	X			
Idaho	X			
Illinois			X	
Indiana	X			
Iowa	X			We encourage local advisory to be active in research and evaluation as well as occupational recommendation. This makes contact with "grassroots" and terrific "P.R."
Kansas	X			
Kentucky	X			
Louisiana	X			
Maine			X	
Maryland			X	
Massachusetts	X			Local advisory committees are mandated in Mass. No local vocational educational programs may be started without the involvement of the local advisory committees —general and specific.

* Defined as being called for by the state plan.

State	Stipulates use.	Does not stipulate use.	Does not stipulate use but does rec- ommend.	Additional comments received
Michigan	X			
Minnesota	X			
Mississippi		X		
Missouri			X	We strongly urge ad- visory committees for administration phase and a separate com- mittee for each program offered.
Montana	X			
Nebraska			X	
Nevada	X			
New Hampshire			X	
New Jersey	X			Required of all local districts since June 1965.
New Mexico			X	This is not a stiff requirement, but we strongly recommend the use of a local vocational advisory committee.
New York	X			
North Carolina			X	
North Dakota	X			
Ohio	X			
Oklahoma			X	
Oregon	X			
Pennsylvania	X			
Rhode Island	X			
South Carolina			X	State leaders encour- age the use of local advisory committees but at present do not demand such.
South Dakota			X	We recommend that the local districts have a general advisory committee and a com- mittee in each of the crafts. We have pretty good evidence that they are used in most cases.
Tennessee	X			Administrative re- quirements for the 24 state area schools and 2 technical institutes.

State	Stipulates use.	Does not stipulate use.	Does not stipulate use but does recommend.	Additional comments received
				State Plan requirement for Health Occupations. Secondary program urged to use.
Texas	X			
Utah	X			
Vermont	X			(Area centers which are local comprehensive high schools)
Virginia	X			We feel that the use of advisory committees and the service they render is essential to the progress of vocational education in Virginia.
Washington	X			
West Virginia			X	
Wisconsin	X			Advisory committees are used for many purposes.
Wyoming			X	We have not specifically required the use of advisory committees, however, we highly recommend that they be utilized.
Guam		X		Because of our political set-up, our state advisory committee is also our local advisory committee.
Puerto Rico	X			
Trust Territory		X		In fact, the Trust Territory is both a "state" and local system.
Virgin Islands	X			

NOTES

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3. *Ibid.*
4. Roy W. Roberts, *Vocational and Practical Arts Education: History, Development, and Principles* (New York: Harper & Brothers, 1957), p. 54.
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6. *Acts 1913—Indiana*, ch. 24, sec. 9, "Advisory Committee," p. 42.
7. Franklin R. Johnson, "An Analysis of Methods and Techniques Practiced in Utilizing the Services of Lay Curriculum Advisory Committees" (unpublished Ed.D. dissertation, Graduate School, U.C.L.A., 1969), p. 2.
8. In May 1969, AVA contacted the state directors of vocational education and requested information about state requirements for local advisory committee use. For breakdown by states, see Appendix. District of Columbia, Guam, Puerto Rico, Trust Territory and Virgin Islands also included.
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12. Jay L. Nelson, "200 Advisors Serve 'Trade Tech'," *American Vocational Journal*, XL, No. 5 (May, 1965), 13.
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16. *Annual Descriptive Reports*, U.S. Office of Education, Fiscal Year Ending June 30, 1967.

17. Letter from James Horan, Jr., State Supervisor, Distributive Education, Richmond, Va., April 1968.

18. Burt, *Industry and Vocational-Technical Education*, p. 27.

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1. *Ibid.*, p. 82.

2. *Ibid.*, p. 90.

3. U.S., Congress, *Vocational Education Act of 1963*, Public Law 88-210, 88th Cong., 1st Sess., 1963, p. 4.

4. U.S., Congress, *Vocational Education Amendments of 1968*, Public Law 90-576, 90th Cong., 1st Sess., 1968, p. 2.

5. Wolfbein, p. 100.

6. Russell T. Gregg, "Political Dimensions of Educational Administration," *Teachers College Record*, LXVII, No. 2 (November, 1965), 118-28.

7. Norman R. Stanger, "A New Slant on Using Trade Advisory Committees," *American Vocational Journal*, XXXVIII, No. 4 (April, 1963), 30.

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4. Burt, *Industry and Vocational-Technical Education*, p. 369.

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